

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Stephen Rohan

Official School Name: South Range High School

School Mailing Address: 11300 Columbiana-Canfield Road, Suite H
Canfield, OH 44406-8485

County: Mahoning State School Code Number: 026229

Telephone: (330) 549-2163 E-mail: srohan@southrange.org

Fax: (330) 549-4083 Web URL: www.southrange.k12.oh.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Dennis Dunham Superintendent e-mail: ddunham@southrange.org

District Name: South Range Local District Phone: (330) 549-5226

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Ralph Wince

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
(per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 8089

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	59	50	109
3	0	0	0		10	58	54	112
4	0	0	0		11	48	48	96
5	0	0	0		12	58	52	110
Total in Applying School:								427

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
99 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	1
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2009	427
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 0
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 19%

Total number of students who qualify: 80

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 50

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>5</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>8</u>	<u>4</u>
Total number	<u>33</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	95%	96%	97%
Teacher turnover rate	1%	1%	1%	1%	1%
High school graduation rate	100%	96%	98%	97%	96%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>104</u>
Enrolled in a 4-year college or university	<u>77%</u>
Enrolled in a community college	<u>7%</u>
Enrolled in vocational training	<u>9%</u>
Found employment	<u>2%</u>
Military service	<u>1%</u>
Other	<u>4%</u>
Total	<u>100%</u>

PART III - SUMMARY

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South Range High School is located in Beaver Township which is about 20 miles south of Youngstown, Ohio. Our school district covers 50 square miles with the population mainly divided between the towns of North Lima and Greenford. The district is a blended rural area, composed of single, upper, middle and low income housing, inclusive of motels and trailer parks, from which we draw our students. South Range High School serves students in grades 9-12 and is enjoying its first year being housed in a new K-12 complex. Presently, 427 students are enrolled for the 2010-2011 school year. In addition to regular classroom instruction, we provide student services for diverse learners.

Our mission statement at South Range High School reflects the beliefs that all children are capable of learning and effective schools and teachers do make a difference. Our staff is committed to excellence by having high expectations for the mastery of skills in all academic areas. Our teachers provide a positive and engaging learning environment that fosters a sense of responsibility and citizenship. The knowledge, skills and attitude which children acquire and develop in school should enable them to become responsible, productive citizens and life-long learners.

Our faculty exemplifies and sets the tone for the importance of education by continually enrolling in master courses to further their own education. The primary goal of South Range High School is to foster academic, intellectual, emotional, physical and social growth in all students. The administration, faculty and staff are committed to creating an educational atmosphere where students are encouraged to reach their potential with the support from home and community. When this potential is not able to be achieved through our curriculum offerings we give students the opportunity to participate in both SB-140 and Senior to Sophomore programs in conjunction with Youngstown State University and Kent State University. These programs allow qualified students to take college classes for both high school and college credit. Our academic and extra-curricular programs are intended to best prepare responsible students to be participating and contributing members of society as they grow and develop.

South Range High School has been a leader in academic excellence. Our teachers, counselor, administration, and support staff work collaboratively to provide a quality education for all students. Because of its intricacies, the high school schedule does not allow for departmental common planning time, but our staff makes concerted efforts to discuss instructional strategies, curricular issues and student concerns. The staff members creatively weave time into their day to focus on student's need. This collaboration across the curriculum allows students to take a variety of different subject areas, diversifying their educational opportunities and coursework such as government service projects, job shadow opportunities and senior projects. By having this opportunity to take co-curricular subjects, the students gain skills to successfully function in a global society. In addition, our school has an Intervention Assistance Team that meets to discuss any academic, behavioral or social concerns of our students. The teams consist of content area teachers, support staff, administrators and our school psychologist. All team members have been trained to develop and implement a plan for each struggling student's success.

South Range High School has met the goals of No Child Left Behind and Ohio's academic standards, as evidenced by achieving an Excellent rating for eleven consecutive years. Through dedication and team work, South Range High School provides a safe, positive and nurturing environment where all students have the opportunity to succeed. Our full time high school staff has been designated highly qualified, but our success is also due to our strong community support and involvement.

Positive relationships with all organizations within our educational community have been a vital component of our students' success. Local organizations such as Ruritan clubs and churches play an active role in our success through citizenship, the importance of volunteering and assisting community members in need. These organizations also directly support students by awarding nearly \$12,000 in scholarship money to our graduates every year, a significant contribution to the more than \$1.2 million in scholarships earned overall. Through modeling these behaviors, school organizations such as Key Club, NHS, and Student Council, provides students the opportunity to identify and understand the value of commitment and leadership in our community.

1. Assessment Results:

The Ohio Graduation Tests (OGT) are assessments that are given annually to all 10th grade students in the state of Ohio. The OGT assess students in the following five content areas: Reading, Math, Writing, Science and Social Studies. These high stakes tests are aligned to the Ohio Academic Content Standards. They replaced the ninth grade proficiency tests in 2004 as part of a state mandated graduation requirement. In addition to successful completion of course requirements, students must demonstrate proficient levels in all five subject areas to receive a diploma. Each test is leveled into five performance categories: Advanced, Accelerated, Proficient, Basic and Limited. Not only is South Range a school where students reach a proficient level, many of our students consistently score in advanced and accelerated levels. To summarize the trends for the past five years, the results in the math and reading tests have been consistently high with very minimal discrepancy in the students' scores. Specifically, reading scores ranged between 98.0% and 99.1% proficient and math scores ranged between 92.6% and 97.8% proficient. These results are reflected on both the state and local report cards. The results of the OGT are compiled and the state determines a designation. These designations are: Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency. Since the implementation of report card designations, South Range High School has consistently earned an excellent rating. That is, for eleven consecutive years, South Range High School has been deemed excellent by Ohio's definition. In order for our school to earn this rating, the state uses multiple measures, one of which is the performance index. The performance index score is a weighted average that includes all tested subjects. The greatest weight is given to advanced score (1.2) and the weights decrease for each performance level. This results in a scale from 0 to 120 points. A performance index of 100 or higher earns the rating of excellent. Over the past five years, our performance index ranged between 104 and 108.2.

Our students are achieving at high levels of performance on all five Ohio Graduation Tests. On the most recent administration (March 2010), 95.6% of the total tests taken resulted in a proficient score or better. More impressively is the fact that 2/3 of those scores fell in the accelerated or advanced category. When taking a closer look at our student data, there are also significant gains in our subgroups. We have two subgroups by No Child Left Behind's definition. Our students with disabilities and our economically disadvantaged subgroups are continuing to show growth in their proficiency levels. These gains are due to data-driven decision making. Each year, our teachers disaggregate the test data to determine areas of concern and tailor their instruction to address these needs. We have also increased the number of students in inclusion settings which is positively impacting our students with disabilities' success rates. All students are instructed in a standards-based setting with support staff available.

In addition to test performance measures, non-test measures are included as well. One non-test measure included on the report card is graduation rate. Our graduation rate, similar to performance data, consistently exceeds the state standard. The state standard for graduation is 90% and for the past five years our rate has ranged between 96.2% and 100%. Another non-performance measure on the report card is student attendance rate. The state minimum standard is 93%. Similarly, South Range students exceeded the standards with a range between 95.8% and 96.1%. All of our data include scores from our subgroups. On the national level, South Range students have scored above the state ACT composite average of 21.6 over the past five years. Our school has been on a positive trend with a steady increase of our average composite score of 22.1 over the past five years. This data reflects the commitment our students have to academics as they build a strong foundation for post-high school opportunities. All state data can be found at www.ode.state.oh.us/reportcardfiles/2009-2010/build/026229.pdf

2. Using Assessment Results:

Following the spring administration of the Ohio Graduation Tests, the Ohio Department of Education releases the testing results. When our district receives the results, we disaggregate the data by student, content and standard. This data is used for planning classroom instruction as well as determining intervention needs.

Once the data is disaggregated, our content teams meet to analyze the released reports. One of these reports is an item analysis. Since Ohio releases the actual OGT tests, the teams are able to match test items with their respective questions. The teachers review the students' performance on each test item along with the test questions to determine content misconceptions as well as distracters within test item choices. These findings drive classroom instruction so teachers can embed the knowledge from the students' performance into their practice. This information also serves as a foundation for aligning courses and expectations for all students in a standards-based environment.

A second piece of data scrutinized in the team meetings is a standard report. Each test is disaggregated into content strands. Teachers utilize these strands to determine areas students have mastered as well as areas in which students need to improve. As with the item analysis report, this helps to guide and improve classroom instruction. The teachers are able to use this information as they prepare their lessons. In addition to classroom instruction, this information is also very helpful as we prepare intervention strategies and help students who need to re-take the test.

Since each student also receives a test performance report, our intervention is tailored to the individual needs of students. This information allows us to target content specific needs for each student. Interventions are embedded into classroom instruction. Additional time is scheduled for students who have more intense needs, providing small group or individual instruction. The ODE provides a website which includes test questions from previous test administrations. Teachers have the ability to compile standard specific test items aligned to the content specific needs of students. This differentiated intervention targets specific needs for individual students. This practice of content area team meetings along with differentiated intervention increases the student performance.

3. Communicating Assessment Results:

An essential part of South Range High School's environment is the open lines of communication we have with our community. Any time we receive assessments from the OGT, PLAN or PSAT, students meet in small groups with our guidance counselor to review scores. All students have the opportunity to further discuss their personal results in a one-on-one setting with their teachers or counselor. This is followed up by a detailed report sent home for the parent/guardian to review. Parents are encouraged to call with any questions or concerns.

Currently, we utilize two electronic communication systems with parents. First is POW-PAK, a user-friendly website which enables parents to track their children's upcoming assignments, including homework, as well as quiz and test dates. POW-PAK also gives parents access to staff e-mail addresses and phone numbers which can be used to obtain any further clarification if needed. Second, Parent Assist, a web-based secure program, allows parents/guardians to view their children's graded assignments. This enables parents to monitor their child's progress throughout the grading period on a weekly basis.

Our school communicates on each student's performance through the distribution of progress reports during the fourth week of each quarterly grading period. These are given to every student for each course in which they are enrolled. Copies of progress reports are mailed home for students who are not meeting course requirements. This ensures that those parents without internet access are given timely records of the child's academic progress. Information provided to the parent/guardian includes specific areas of concern. Parents are encouraged to follow up with the teacher for clarification of the report. Records are kept on file in our guidance office and are available if needed. A quarterly report is sent home four to five weeks later. Progress report and report card issue dates are published in our web community calendar, newsletter, and student handbooks.

Every year in November and February, two evenings are set aside where parents are afforded the opportunity to schedule a meeting with their child's teachers to discuss successes and progress in the classroom. Teacher's conference periods are also available for teacher and parent dialog.

4. Sharing Lessons Learned:

At South Range High School we have a collaborative relationship with colleagues within our school as well as outside our district. Professional development opportunities are scheduled throughout the year where all content teachers discuss best practices to promote high achievement for all students. Like so many schools in our county, South Range is afforded the opportunity to collaborate with the Mahoning County Educational Service Center (MCESC) as well as several institutions of higher learning. These meetings occur every month in small departmental groups or on a one-on-one basis as a county consultant comes to our school and meets with teachers during their planning period. In addition to these in house meetings, our teachers also network with other county wide teachers bi-annually at the Educational Service Center. Each content area meets to discuss state initiatives and share ideas with other districts regarding successful learning experiences. Our English teachers have shared their curricular developments on county, state and national levels. This has resulted in several local schools implementing these programs for their students. Our calculus teacher is a member of the dual-credit consortium and meets regularly with faculty members from Youngstown State University.

Each content department works closely with consultants from the MCESC to promote best practice procedures, content alignment, data collection and analysis. South Range High School collaborates with other educators on issues of instruction, student achievement and school improvement by attending county liaison meetings. In addition, the MCESC hosts monthly administration meetings in which the principals from the thirteen school districts in the county meet to discuss issues and programs that are used by their respective schools. Included in these discussions are updates on current initiatives within our school and input from other local districts facing similar challenges. These same types of informative meetings are organized for all superintendents of these schools as well.

We have consistently maintained a positive relationship with both Youngstown State University and Kent State University by participating in their respective teacher education programs. These programs have given teachers-in-training opportunities to observe classrooms and to plan lessons under the direction of university instructors and South Range teachers. Various staff members have willingly participated in their student teacher programs and served as mentors to these young educators. In addition, our first year teachers are mentored by veteran teachers on our staff. Together, they attend meetings to discuss successful strategies and day to day experiences.

1. Curriculum:

South Range High School offers rigorous course selections all aligned to the state of Ohio's Academic Content Standards. The state mandates utilizing these standards in the content areas of English, math, science, social studies, global language, technology, and fine arts. Our curriculum is framed around these standards, which we consider the minimum requirements for students. Our standards-based curriculum, coupled with the high expectations and demands set by our faculty, afford a high quality education for all students. The curriculum meets the needs of the diverse learners in our school. Each year, approximately 85% of the graduating class pursues post-secondary options. We attribute this high percentage to the rigorous coursework appropriately preparing students for these experiences.

In English, all students begin high school with grade-level coursework. Honors and college preparatory courses are offered, with AP based instruction available to students in their junior and senior years. As a graduation requirement, senior students must complete a senior project that requires a minimum of fifteen hours in the field, a research paper, and a presentation given to a panel of qualified judges. This panel consists of individuals from the tri county area who have expertise in the specified fields. The next section of this application provides a more detailed description of our English curriculum.

South Range High School provides four years of math coursework in Algebra 1, Plane Geometry, Algebra 2, Pre-Calculus as well as a rigorous course of study for high-achieving students. Our most advanced students complete Algebra 1 as 8th graders. This course is taught by a highly-qualified math teacher and affords students the opportunity to take a fifth year of math instruction. Following the course progression, these same students take Pre-Calculus in their junior year and Calculus their senior year which is offered as a dual-credit class in conjunction with Youngstown State University. The next section of this application provides a more detailed description of our math curriculum.

In science, the first two years students take Integrated Science I and II. Integrated Science I focus on physical science including concepts from chemistry, physics and earth science. Integrated Science II is a biology course that focuses on life sciences. Following sophomore year, students have the option to take Integrated Science III, which is a hands-on study of environmental science, or Chemistry. Following successful completion of Chemistry, students may opt to take Physics and/or Living Systems which is an Anatomy/Physiology class as a fourth year of study. All of our science courses include lab- based experiences.

In social studies, students take World Studies as freshmen, American Studies as sophomores and American Government in their senior year. World Studies is a survey of the history of man with an emphasis on European History. American Studies focuses on our cultural heritage ranging from late 19th through 20th century events. American Government involves the study of our national constitution and amendments. In addition to class work, students are required to attend school board and township meetings, as well as volunteering hours of service to community agencies, extending their knowledge of government and community with real world experiences. Students also have the opportunity to choose electives that include Economics, American Pop Culture and Sociology.

We offer global language instruction in Spanish, French, and German. In the classroom, our global language students are semi-immersed in their target language where they acquire real-life communication skills. Students learn to speak and write using correct grammatical structure and gain authentic cultural awareness. Nearly all teaching and learning activities utilize comprehensible input strategies such as TPRS (Teaching Proficiency through Reading and Story Telling) and image-based question-and -answer sessions rather than placing emphasis on memorization or rule-based basal instruction. A student's success is measured by his or her ability to function in the respective targeted language.

Our technology courses afford students the opportunity to participate in Web Design and Technology Applications, Accounting, and Personal Finance. As part of our graduation requirement, all students must complete the Technology Applications course which prepares them to become productive citizens within a technological global society.

Our Fine and Performing Art programs complement our academic core. All students must earn at least one fine art credit to successfully complete graduation requirements. Over the years, this program has grown from 25 members to approximately 160 members (37%) in our marching/concert bands and an additional 70 members (18%) in our vocal music program. In addition to performing arts, students can choose courses from the visual arts such as Ceramics, Drawing, Painting, or Photography.

Our Physical Education/Health program offers our students an opportunity to study and analyze the importance of everyday healthy living in a holistic fashion. Both courses of study include good nutritional habits as well as wise life choices. Students participate in a program called Operation Keepsake, which emphasizes the importance of healthy relationships and self-respect.

2. Reading/English:

The English Language Arts curriculum offers students a wide range of experiences in literature, composition and oral communication. English 9 and English 10 are world survey classes. Literature and composition are intertwined throughout the year. In English 9, writing assignments are blended with fiction and nonfiction pieces that are used for reading comprehension, analysis and synthesis.

In English 10 technical writing and expository writing become a major focus. Research papers are introduced. Different genres of literature are studied. The Raider Regatta is a cross-curricular hands-on collaborative and cooperative learning activity where students design and create a cardboard boat that must carry 2 students across a lake. Students also receive final preparation for the Ohio Graduation Test.

English 11 is a college preparatory class that focuses on American Literature. Poetry, short stories and novels become the basis of writing assignments asking students to connect and analyze. Nonfiction offers students the opportunity to synthesize information into speeches and research papers. College and career research help students focus on their futures.

Honors English 11 is an accelerated version of English 11. Assignments are more difficult with higher expectations and presented at a faster pace. The AP English Language test is introduced and novels focus on the American classics.

Students can select between English 12 and AP English 12. Although not exclusive, British literature is the focus. Students also read American and World Literature. All the literature studied becomes the springboard for writing assignments stressing both analysis and personal connections. AP English focuses more on classic novels and poetry to prepare students for the AP English Literature exam. Every senior is required to complete a senior performance-based project for graduation. Students must spend a minimum of 15 hours on their project, write a research paper related to the project and give a speech to a panel of expert judges.

The intervention specialists and the tutors work collaboratively with the English department to consider instructional strategies and adaptations for students who are not having success. Students who read below grade level have the opportunity to improve speed, comprehension and vocabulary acquisition with the use of the Read 180 program. The Kurzweil program is also available to students who need additional help in content areas. Other research based strategies used include small group read alouds, class discussions and assistive technology based on the needs of the students as determined initially by teacher review of classroom work.

3. Mathematics:

The South Range Mathematics Department consists of three certified math instructors, three certified intervention specialists, and a full time math tutor. The goal of our Mathematics Department is to meet the needs of all students. All students start at grade level with similar expectations. Since remedial classes are not offered, students, if needed, have the opportunity to work with a tutor or intervention specialist to master these skills. These resources are also available before and after school if needed. To accomplish this, everyone in the math department works as a team to create a foundation for students to think and reason mathematically in their daily lives.

At South Range our freshmen start high school by taking Integrated Algebra 1, Algebra 1, or Geometry. Accelerated students taking Geometry as freshmen have successfully completed their Algebra 1 requirement in the eighth grade. As sophomores, course choices include Integrated Geometry, Geometry, or Algebra 2. As juniors, they may select from Integrated Algebra 2, Algebra 2, or Pre-Calculus and as seniors, they may study Pre-Calculus or Dual Credit Calculus.

The integrated courses are designed to assist students that have some difficulty in mathematics. Our math curriculum is standards based; therefore, the course description and expectations are the same as the discrete courses. That is, the Integrated 1 course follows the same standards as the Algebra course with the exception that students receive more individualized attention. This helps the students that require course content to be presented in different or multiple formats as well as at a varied pace. It will prepare all math students for everyday life by expanding their problem solving techniques and their critical thinking skills. If the student does well in the integrated classes, they may switch from the integrated to the discrete courses. All math courses are designed to prepare the students for post-secondary enrollment in college, the military or a technical school.

Our onsite Dual Credit Calculus Course is offered to our accelerated students in conjunction with Youngstown State University. Students have the opportunity to earn college credit while staying at South Range. With the completion of the course and fulfilling all the requirements of Youngstown State's Course 1571, the students will receive four semester hours of college credit transferable to any college or university within Ohio. The course prepares and enables them to enroll in Calculus 2 at the college level.

4. Additional Curriculum Area:

The shared intentions of South Range High School and the community are to prepare students to successfully function in a global society. We accomplish this, in part, through courses in technology, which include Web Design and Technology Applications. Within these courses, students utilize software programs to create websites, animation presentations, and community based projects. Technology is used by students as they learn to use Microsoft Excel to create financial spreadsheets to follow stocks over an extended period of time. The goals of these courses include technology and financial literacy skills which are embedded within all of the courses offered.

Students have the opportunity to use software that creates animation. Using Adobe Flash as a multimedia tool, the students create animation projects for physics and math classes. They explore the program and learn that creative visual aids can enhance their projects.

One of the objectives of the technology curriculum standard includes utilizing electronic communication to disseminate information to multiple audiences. Students create and publish videos that are available to students, staff, and our community. Through this experience students receive positive feedback. In the Web Design course, our students work together as a team to update our district website. Student input is a vital component in communicating school information to our community. The students are involved in the entire design process and learn how the website is viewed on different operating systems. Throughout the course, the students sharpen creative thinking and problem solving skills. Technology tools and standards are integrated into the lessons so that a performance-based application can be utilized in their future careers. This hands-on learning approach is used in all technology courses.

As a result of moving to a new building, the technology within South Range High School has moved from basic to a more advanced technology. Each classroom is equipped with computers, a SMARTBOARD, audio amplification, and DVD players. There is a computer lab and portable lab available for classroom use. Teachers are utilizing these technologies to engage students and enhance learning.

5. Instructional Methods:

South Range High School staff differentiates instruction to meet the needs of diverse learners within the classroom as well as outside the classroom. Our staff provides appropriate levels of challenge and support to help students attain their learning goals. Instruction is modified so all students have the opportunity to participate actively and productively in the classroom. Individual learning styles are determined and activities are adjusted as needed so that every student moves at an appropriate pace to achieve success. This is done through inventories, flexible grouping and formative assessment strategies such as providing descriptive feedback throughout the learning process. Curriculum-based assessments are used as an ongoing gauge of student learning. This is a primary form of data used to drive instruction. Teachers use microphones to assure that students are able to hear instruction. Classrooms are equipped with SMARTBOARDS which provide visual aids and reinforcement activities for the visual learners. Intervention Specialists provide accommodations in classes as well as supplement instruction in a resource room.

The staff at South Range realizes that many learning opportunities occur outside the classroom and we collaborate with the community to foster this. Junior English students job shadow professionals in their fields of interest. Senior government students attend school board and township meetings as well as meet a service requirement. Senior English students complete a senior project which both takes them out into the community. Community members serve as judges and evaluate student products and presentations.

Classroom teachers provide meaningful experiences for students by using a wide range of strategies, varying instruction and levels of complexity. Biology, chemistry, physics and family consumer science labs are a few examples of where teachers differentiate instruction by engaging students in hands-on critical and creative thinking activities. Students are paired or placed in small groups where they learn to use problem solving and collaboration to achieve their learning goals. Lab courses allow students to respect their differences and communicate with each other effectively.

Global language classes incorporate differentiation in learning styles using an array of activities. Students demonstrate their knowledge in a variety of ways, including writing, playing games, keeping a portfolio/personal dictionary, individual and group projects, oral speaking/reading. Teaching strategies include mixed seating (higher performing students mixed with struggling learners), question-and-answer sessions and oral lectures. Visual aids which include the use of pictures, movies, props, and a mannequin are also used to guide conversation, as is music.

6. Professional Development:

Central to all teaching and learning at South Range High School are the Ohio Academic Content Standards. Each course offered reflects the content and rigor of the Standards, which determines what we teach to our students. How we teach the standards continues to evolve. This process involves administrator and teacher collaboration beginning with interpreting data. This data is used to focus our professional development. Each school year, the State releases assessment data to the districts. The administrative team scrutinizes the data to determine the needs of our students. These needs then become the focus of the building team. The building leadership team assembles and writes the Continuous Improvement Plan (CIP) to outline the year's goals, action steps and measures to be used. The building plan is aligned to the district CIP which is derived from the district data. Once the plan is finalized, our professional development work for the year can be implemented. The plan states the student needs as well as the professional development needed for the year.

Professional development is ongoing and embedded into our school calendar. The district sets the tone for our professional development on the staff's first day. In November, the district has a waiver day devoted

to the students' needs. For the past four years, the district has focused the professional development around differentiated instruction. Since the needs of our students are continually changing, implementing responsive teaching strategies enables us to reach diverse learners. At the building level, this process continues throughout the school year. The staff meets monthly in a professional learning community to discuss and embed research-based practices. These sessions are led by our Mahoning County Educational Service Center (ESC) consultants with whom we have a very strong partnership. This model of ongoing high-quality professional development enables teachers to successfully implement strategies to increase student learning.

Staff members also participate in professional development provided by the ESC. Our educational service center provides county-wide professional development bi-annually for staff in the form of liaison meetings. Staff is updated on new state initiatives as well as best practices for improving classroom instruction. A member of each district attends the meeting and the information gathered is then disseminated to other staff members. These meetings provide the opportunity for our teachers to network with other teachers outside our district and develop a support system for improving classroom instruction.

7. School Leadership:

The leadership team, although headed by the principal, is comprised mainly of faculty, staff and advisors of school activities. All school personnel take on a leadership role. We assemble to organize effective student-centered programs to sustain a positive school culture. An example of this is having a student liaison report to the Board of Education. Her responsibilities include collecting good news from each of the principals and reporting at the monthly board meetings. Through organizations such as National Honor Society, Student Council, Key Club, Future Teachers of America (FTA), Fellowship of Christian Athletes (FCA), and athletic programs our students serve in leadership roles. In addition, students attend a variety of community sponsored leadership programs including Mahoning Valley Youth Leadership, Rotary Youth Leadership, Buckeye Boys/Girls State, and HOBY seminar.

Establishing leadership programs in school is paramount to student achievement. Leadership builds a sense of pride and ownership in students. This enables our students to achieve high levels of learning. At South Range, RISK – Raiders Interacting to Serve Kids – is a leadership program that was developed in our school. The premise of this group is to select leaders of all subcultures in the school and bring them together to discuss the positive and negative aspects of school and community. Through discussion and student input, programs are developed to make our school a better place. In addition, our RISK students take the 6th grade students to camp for a day and teach team building activities and anti-bullying techniques.

The Sisterhood is a mentoring program involving senior and freshman girls. The goal of this program is to provide a smooth transition for girls from middle school to high school beginning with ice breaking activities prior to the new school year. Training workshops are hosted by YSU Emerging Leaders for our senior mentors. These trained individuals take ownership of the Sisterhood and the success of this program becomes the responsibility of those who fulfill the training since it is a student led activity.

We have a Drug Free Schools coordinator who leads valley schools on the Coalition for Capable and Healthy Youth. Through this organization students participate in PEP surveys. Information from this survey has been used to assess student needs for planning programs and activities. This information was also used in the community for town hall meetings on underage drinking and a grassroots campaign to amend social host language in the Ohio Revised Code.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
At or Above Proficient	97	97	91	92	89
Accelerated or Advanced	79	82	71	67	76
Number of students tested	94	110	103	110	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	94	95	83	88	71
Accelerated or Advanced	71	65	54	50	65
Number of students tested	17	20	24	16	17
2. African American Students					
At or Above Proficient					
Accelerated or Advanced					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
Accelerated or Advanced					
Number of students tested					
4. Special Education Students					
At or Above Proficient	79	80		57	31
Accelerated or Advanced	36	20		29	8
Number of students tested	14	10		14	13
5. English Language Learner Students					
At or Above Proficient					
Accelerated or Advanced					
Number of students tested					
6. White, Non-Hispanic					
At or Above Proficient	98	97	91	92	89
Accelerated or Advanced	80	82	71	67	75
Number of students tested	93	110	100	106	104
NOTES: Ohio's achievement/graduation tests report five levels of performance limited, basic, proficient, accelerated and advanced. This test is administered to students during their sophomore year and is the only state test at the high school level.					

11OH6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Ohio graduation test

Edition/Publication Year: 2009-2010 Publisher: Ohio department of education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
At or above Proficient	98	96	94	96	94
Accelerated or Advanced	56	65	63	56	63
Number of students tested	94	109	103	110	107
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or above Proficient	88	95	79	94	88
Accelerated or Advanced	53	50	50	38	53
Number of students tested	17	20	24	16	17
2. African American Students					
At or above Proficient					
Accelerated or Advanced					
Number of students tested					
3. Hispanic or Latino Students					
At or above Proficient					
Accelerated or Advanced					
Number of students tested					
4. Special Education Students					
At or above Proficient	86	80		79	62
Accelerated or Advanced	0	0		7	8
Number of students tested	14	10		14	13
5. English Language Learner Students					
At or above Proficient					
Accelerated or Advanced					
Number of students tested					
6. White, Non-Hispanic					
At or above Proficient	99	96	94	96	94
Accelerated or Advanced	57	65	64	58	63
Number of students tested	93	109	100	106	103
NOTES: Ohio's achievement/graduation tests report five levels of performance limited, basic, proficient, accelerated and advanced. This test is administered to students during their sophomore year and is the only state test at the high school level.					

11OH6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
At or Above Proficient	97	97	91	92	89
79	79	82	71	67	76
Number of students tested	94	110	103	110	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	94	95	83	88	71
79	71	65	54	50	65
Number of students tested	17	20	24	16	17
2. African American Students					
At or Above Proficient					
79					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
79					
Number of students tested					
4. Special Education Students					
At or Above Proficient	79	80		57	31
79	36	20		29	8
Number of students tested	14	10		14	13
5. English Language Learner Students					
At or Above Proficient					
79					
Number of students tested					
6. White					
At or Above Proficient	98	97	91	92	89
79	80	82	71	67	75
Number of students tested	93	110	100	106	104
NOTES: These numbers mirror the tenth grade data since the school tests only one grade level.					

110H6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
At or Above Proficient	98	96	94	96	94
56	56	65	63	56	63
Number of students tested	94	109	103	110	107
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	88	95	79	94	88
56	53	50	50	38	53
Number of students tested	17	20	24	16	17
2. African American Students					
At or Above Proficient					
56					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
56					
Number of students tested					
4. Special Education Students					
At or Above Proficient	86	80		79	62
56	0	0		7	8
Number of students tested	14	10		14	13
5. English Language Learner Students					
At or Above Proficient					
56					
Number of students tested					
6. White					
At or Above Proficient	99	96	94	96	94
56	57	65	64	58	63
Number of students tested	93	109	100	106	103
NOTES: These numbers mirror the tenth grade data since the school tests only one grade level.					

110H6